

Geography Curriculum Overview

INTENT

At Nanstallon Primary School, Geography enables pupils to make sense of the world and their place within it, beginning with first hand exploration of our local area and widening out to the UK, Europe and the wider world.

The curriculum builds secure knowledge of places, physical and human processes, and the ways people and environments are interconnected.

Geography is taught so that pupils:

- Develop strong locational knowledge, starting with Cornwall and the UK and extending to continents, oceans and significant global regions
- Understand key physical processes and patterns including coasts, rivers, climate zones, mountains, volcanoes and earthquakes
- Understand key human processes and patterns including settlement, land use, trade, tourism, industry and urbanisation
- Use geographical vocabulary accurately, to describe, compare, explain and justify
- Develop strong fieldwork and map skills so pupils can observe, measure, record and present geographical information

This intent reflects the National Curriculum end of key stage expectations by ensuring all pupils gain secure locational knowledge, place knowledge, human and physical geography, and fieldwork and map skills, progressing in depth and sophistication across the school.

IMPLEMENTATION

Curriculum Design and Sequence

Geography is organised through a two-year rolling programme (Cycle A and Cycle B) to support mixed age classes. Units are carefully chosen so knowledge builds, revisits key concepts and vocabulary, and avoids unnecessary repetition.

Key Stage 1 begins with geography that is immediate and observable, for example local physical and human features in Nanstallon and the surrounding area, including the River Camel and local transport links, to help pupils understand how places connect.

Key Stage 2 then deepens understanding through regional and global studies, for example Cornwall's changing landscape and economy through clay mining and tourism, Africa's tropical belt and desert environments, the Bay of Naples and the Amazon and Atacama biomes, alongside themes such as urban locations, climate zones and tectonic processes.

Simplified Progression of Skills and Knowledge

Key Stage 1

Locational knowledge: name and locate local area, Cornwall and key features of the UK, begin learning continents and oceans

Place knowledge: describe what places are like, beginning with Nanstallon and contrasting with places such as London and polar regions

Human and physical geography: identify and describe physical features such as coast, rivers, cliffs, beaches, estuaries and human features such as harbours, settlements, transport and farming

Geographical skills and fieldwork: simple mapping, using globes and atlases, basic directional language, first hand observation and recording

Lower Key Stage 2

Locational knowledge: extend knowledge of the UK and wider world, including regions studied through units

Human and physical geography: deepen understanding of processes and patterns through units such as rivers and the water cycle

Geographical skills and fieldwork: improved map reading, use of symbols and scale, simple data collection and presentation, comparison across places

Upper Key Stage 2

Locational knowledge: locate and study significant regions in Europe and South America and develop global awareness through comparative studies

Human and physical geography: explain patterns including climate zones, biomes, tectonic processes, and how these influence settlement and livelihoods

Geographical skills and fieldwork: confident use of a range of maps, data and digital tools to investigate, analyse and communicate findings

Mixed Age Rolling Programme Cycle A & Cycle B

Years 1 and 2

Cycle A: Coasts and Lighthouses, Cornwall and Devon, Blue Planet

Cycle B: Transport, Poles Apart, Nanstallon and Farming

Years 3 and 4

Cycle A: Rivers and the Water Cycle

Cycle B: Rural Locations Cornwall, China Clay and Tourism, Africa the Tropical Belt and the Desert

Years 5 and 6

Cycle A: Europe the Bay of Naples, South America the Amazon and the Atacama

Cycle B: Urban locations, Climate Zones, Mountains volcanoes and earthquakes

Pedagogy

Teaching follows an enquiry approach using clear big questions, explicit vocabulary instruction, and progressive map and fieldwork routines. Units typically include:

- Knowledge rich input using maps, atlases, globes, photographs and (where appropriate) digital mapping
- Guided and independent geographical enquiry, including comparison and explanation of patterns and processes
- Fieldwork and local study where possible, using observation, walkabouts, simple measurements and recording methods appropriate to age
- Regular retrieval and revisiting of core concepts such as human and physical features, settlement, land use, climate and interconnection

Assessment and Inclusion

Assessment is carried out through regular checks for understanding, vocabulary use, annotated maps, short explanations, and end of unit outcomes that show what pupils know and can do.

Teachers adapt resources and tasks so that all pupils can access geographical foundational knowledge content, build confidence with key vocabulary, and demonstrate understanding through talk, practical work, visuals and writing.

IMPACT

Pupils leave Nanstallon as confident young geographers who:

- Can locate and describe places from local to global scale using accurate geographical language
- Can explain key physical processes and recognise how these shape landscapes and human activity
- Can describe and compare human and physical features and identify how places are connected through movement, trade, tourism and environmental change
- Can use maps, atlases, globes and digital tools to locate, measure and present information
- Can carry out age appropriate fieldwork, recording observations and drawing simple conclusions from evidence